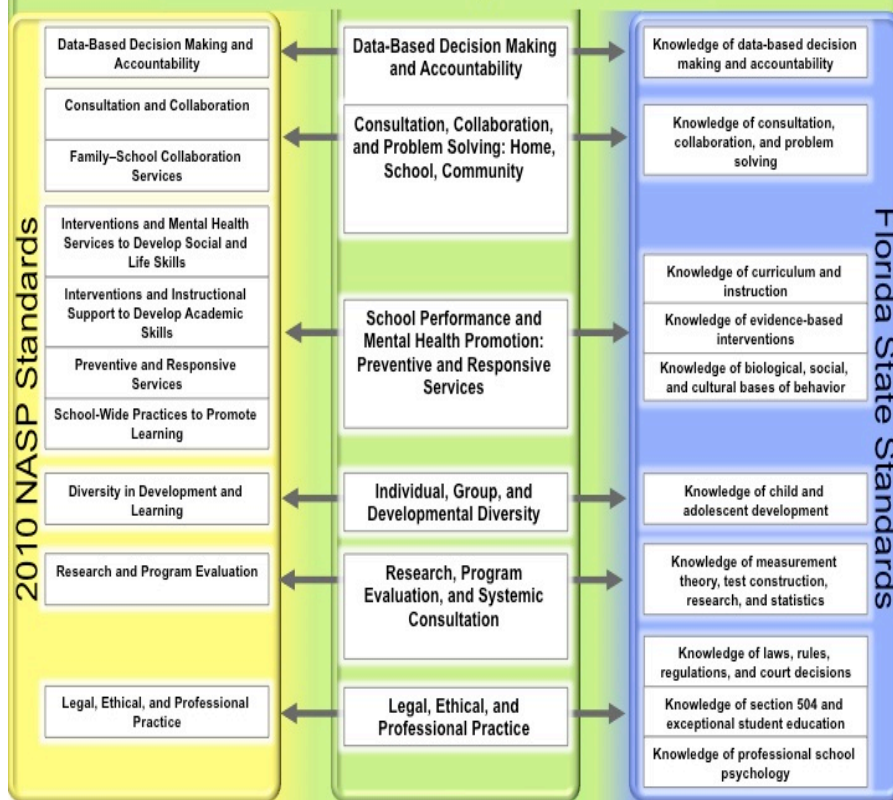


## **FASP Professional Development Plan: Framework**



### **Data Based Decision Making and Accountability**

School Psychologists must be able to define current problem areas, strengths, and needs (at the individual, group, and systems levels) through assessment and on-going progress monitoring, and measure the effects of decisions that result from the problem solving process.

### **Consultation, Collaboration, and Problem Solving: Home, School, Community**

School psychologists have knowledge of varied models and strategies of consultation, collaboration and communication. They use a consultative problem solving process as a vehicle for planning, implementing, and evaluating academic and mental health services. School psychologists effectively communicate information for diverse audiences, including parents, teachers, students, other school personnel, policy makers, community leaders, and others. They consult and collaborate at the individual student, classroom, family, building, community, district, state, and federal levels. School psychologists use evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental health outcomes for all students.

### **School Performance and Mental Health Promotion: Preventive and Responsive Services**

School psychologists use knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health. School psychologists demonstrate skills in using assessment and data-collection methods to implement and evaluate services that support socialization, learning, and mental health. School psychologists demonstrate knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities that support multi-tiered prevention, and evidence-based strategies for effective mental health service provision and crisis preparedness and response. School psychologists collaborate with other school and community stakeholders, demonstrating skills to promote services that enhance learning, mental health, safety, and the physical well-being of children.

### **Individual, Group, and Developmental Diversity**

School psychologists must identify and appropriately integrate knowledge of theories and research on cognitive, intellectual, linguistic, perceptual, sensorimotor, and social-emotional development with knowledge of diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences. School psychologists must provide and advocate for equitable educational and mental health services that promote effective functioning for individuals and families with diverse characteristics, including those that differ based on actual or perceived race, ethnicity, color, religion, ancestry, national origin, immigration status, socioeconomic status, primary language, gender, sexual orientation, gender identity, gender expression, disability, or any other distinguishing characteristic.

### **Research, Program Evaluation, and Systemic Consultation**

School psychologists must have knowledge of: research design, measurement, and varied methods of data collection techniques used in investigations of psychological and educational principles and practices; statistical and other data analysis techniques; program evaluation methods at the individual, group, and/or systems levels; theories of measurement and test construction; and techniques for judging research quality. School psychologists must synthesize results across research relevant for services for children, families, and schools, and applying research to evidence-based practice. Also, school psychologists, in collaboration with other school and community stakeholders, design, conduct analyses, and/or interpret research and/or program evaluation in applied settings.

### **Legal, Ethical, and Professional Practice**

School psychologists are professionals who provide effective services to help all students succeed academically, socially, behaviorally, and emotionally. School psychologists provide direct educational and mental health services for students, as well as work with parents, educators, and school and community stakeholders to create supportive and effective educational and social environments for all learners. Therefore, school psychologists must take responsibility for continually developing as professionals and for consistently practicing in ways that meet all appropriate ethical, professional, and legal standards to enhance the quality of their services and to protect the rights of all parties whom they serve. The key foundations for all services by school psychologists are legal, ethical, and professional practices. In order to practice appropriately, school psychologists must know and adhere to relevant laws, rules, regulations, and court decisions; understand Section 504 and Exceptional Student Education (ESE); and comply with the ethical principles and standards of practice of professional school psychology.